DOCUMENT RESUME

ED 288 669 RC 016 462

AUTHOR Horn, Jerry G.
TITLE A Study of the Perceived Effectiveness of Kansas Small Schools.
INSTITUTION Kansas State Univ., Manhattan. Center for Rural Education and Small Schools.; Schools for Quality Education, KS.
PUB DATE May 87
NOTE 111p.; For an executive summary of this report, see RC 016 463.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Administrator Attitudes; *Attitude Measures; Boards of Education; Community Attitudes; Educational Assessment; *Educational Quality; Elementary Secondary Education; Enrollment; Expenditure per Student; Group Dynamics; Profiles; *Program Effectiveness; Questionnaires; Rural Schools; School District Size; School District Spending; *School Effectiveness; School Role; *Small Schools; Staff Role; Student Attitudes; Surveys; Teacher Attitudes
IDENTIFIERS Effective Schools Research; *Indicators of Quality Schools; *Kansas

ABSTRACT

Schools for Quality Education, an organization of some 80 small Kansas schools, and the Center for Rural Education and Small Schools (College of Education, Kansas State University) in 1986-87 jointly investigated the effectiveness of representative smaller schools serving Kansas's rural areas. Phase 1 identified the most important indicators of school quality and effectiveness across all respondent groups--teachers, students, administrators, boards of education, and adult community members. The 31 indicators were generally those derived elsewhere by educational researchers; among them are the following: creative teaching exists; there is good student and teacher attendance; clear standards of conduct are established; principals provide strong leadership; parents feel involved and belong. Phase 2 determined the extent to which the indicators were found in local schools. No indicator had a mean rating at or below the mid-point of the 5-point scale, showing all groups rated their schools high on quality indicators. School staff were the most positive and students the least. Correlation coefficients were derived for each indicator with revenue/pupil, district size and wealth, and pupil/teacher ratio. School district wealth/pupil revenue were positively related to perceived quality/effectiveness, while school enrollment and pupil/teacher ratio were not. Profiles for the five most and five least effective schools were compiled. A bibliography and appendices containing sample forms, letters, and questionnaires conclude the report. (JMM)

ED288669

A STUDY OF THE PERCEIVED EFFECTIVENESS OF KANSAS SMALL SCHOOLS

Jerry G. Horn, Principal Investigator
College of Education, Kansas State University
Manhattan, Kansas 66506

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Jerry Horn
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A project jointly sponsored by the Schools for Quality Education and the Center for Rural Education and Small Schools of the College of Education at Kansas State University.

KSU
KANSAS STATE UNIVERSITY

May, 1987

BEST COPY AVAILABLE

RC016462

Foreword

The debate about school size and effectiveness has been long and often bitter. Schools have a special place in rural communities, a fact often misunderstood or even unknown to persons who have never lived in a rural community. Pride and allegiance to schools in rural communities are commonplace. Yet, the effectiveness or the extent to which these schools match up with larger suburban and urban schools is often questioned, particularly in matters related to economics. The Schools for Quality Education (SQE), an organization of some eighty small schools in Kansas, and the Center for Rural Education and Small Schools (CRESS) in the College of Education at Kansas State University made a joint commitment to investigate the effectiveness of schools representative of smaller schools serving rural areas in Kansas. The willingness of SQE and the more than fifty schools in the study to subject themselves to external scrutiny is quite commendable. However, I suspect they viewed the risks as minimal, since they probably could predict the results to a great extent. Purposely, this study was not designed to compare schools of different size enrollments. That avenue has been left to those who believe that to be meaningful and useful. However, this study was designed to determine what generally acceptable quality indicators of effective schools are deemed to be important in local communities and then to determine the extent to which these are present in their schools. Certainly, those who believe in local control of schools will find this approach to be reasonable and valid.

I wish to express my sincere appreciation to the more than fifty communities who participated in this study and to Ann Harrison of the State Department of Education for her cooperation in accessing data on these

schools. Certainly, the SQE members and the organization are commended for their willingness to support the study in a variety of ways, financially and otherwise. They have been most cooperative, and I hope this study serves their purposes well.

Personally, I wish to thank KSU students Jana Kester, Jodi Lake and Alan Wessel who worked many hours preparing mailings and encoding data, Wally Hankley and Jeff Anschutz, staff members of CRESS, who assisted in the data analyses, Cheryl Yunk, who assisted in the identification of quality indicators, and a special thanks to my office assistant, Kathy Quigley, for the quality of her work and for her effective coordination of the mailings, data collection and processing of the manuscript for the report. Lastly, I'm greatly appreciative of the communications linkage between the Center (CRESS) and SQE which was provided by Fran Parmley.

Jerry Horn,
Principal Investigator

Table of Contents

	Page
Introduction	1
Description of the Study	4
Purpose of the Study	4
Subjects	4
Procedures	6
Results	10
Conclusions and Discussion	44
Bibliography	48
Appendices	49

List of Tables

Page

Table 1 - Summary of Responses from Form A of the ISQE 11

Table 2 - Summary of Responses from Form B of the ISQE 16

Table 3 - Summary of Perceptions of School Quality and Effectiveness 23

Table 4 - Profile of Districts Perceived to be Most Effective . . 28

Table 5 - Profile of Districts Perceived to be Least Effective . . 31

Table 6 - Correlation Coefficients Between Perceived District Effectiveness and Selected District Variables 35

Table 7 - Summary of Qualitative Questions - Percentage of Group Perceptions of School Quality and Effectiveness. . 38

A Study of the Perceived Effectiveness of Kansas Small Schools

Jerry G. Horn
Center for Rural Education and Small Schools
College of Education - Kansas State University

Introduction

Over time, various indicators of school quality and effectiveness have been described and defended. Quality has often been measured by the number and types of courses being offered, the number of books in the library, the percentage of teachers with advanced degrees, the copyright recency of textbooks, etc. -- largely quantifiable measures associated with the schooling process. At the same time, effectiveness has been determined by students' scores on standardized achievement tests, the number of students who are awarded college scholarships, the percentage of students who attend college and/or are accepted into prestigious institutions, etc. More recently, attention related to effectiveness and usually described as the "effective schools research" has been focused on those factors contributing to the achievement of children, regardless of socio-economic status.

Generally, it has been found that schools in which all children achieve have several common characteristics: (1) safe and orderly environment; (2) clear school mission; (3) instructional leadership of the prinicpal; (4) high expectations for student achievement; (5) student opportunity to learn and time on task; (6) frequent monitoring of student progress; and (7) supportive home-school relations. Throughout the literature, other indicators of effectiveness are described, including emphasis on higher-order thinking skills, small class size, closeness of teachers to students,

good student attendance, type of instruction, opportunities for student leadership, development of good work ethics, preparation of students to become good adult citizens, etc. Talbert, et al (1987) summarized the characteristics of effective schools, based on the work of Brandt (1982), Austin (1979) and Siquires (1980), as (a) strong administrative leadership, (b) active involvement of the principal as the instructional leader, (c) safe and orderly climate, (d) warm responsive teachers with high expectations for students, (e) close monitoring of student achievement with no student being allowed to fall below minimal mastery, (f) commonly understood school purposes and goals, (g) school-wide emphasis on instruction, and (h) use of rewards and positive reinforcement rather than punishment. Recently (1986), the U.S. Department of Education published a document entitled What Works: Research About Teaching and Learning. In the words of Secretary Bennett, "The information in this volume is a distillation of a large body of scholarly research in the field of education...It consists of discrete findings about teaching and learning that are applicable at home, in the classroom, and in the school." Illustrative research findings described in this document are listed below.

- Teachers who set and communicate high expectations to all of their students obtain greater academic performance from those students than teachers who set low expectations.
- Students tutoring other students can lead to improved academic achievement for both student and tutor, and to positive attitudes toward coursework.

- Frequent and systematic monitoring of students' progress helps students, parents, teachers, administrators, and policymakers identify strengths and weaknesses in learning and instruction.
- Unexcused absences decrease when parents are promptly informed that their children are not attending school.
- High school students who complement their academic studies with extracurricular activities gain experience that contributes to their success in college.

By inference, the Schools for Quality Education, an organization of some eighty small public school districts in Kansas, has identified its perception of effectiveness, at least in part, by identifying how rural is "more" (or "less") than non-rural schools. Among these variables are dropout rate, frequency of discipline problems, opportunities for individual student recognition, attitudes, self-image and respect, etc.

In essence, quality and effectiveness are determined by a wide variety of variables, which are selected according to individual biases and values. Seldom, if ever, has there been a conscious effort to develop a comprehensive amelioration of perceptions among students, parents, administrators and teachers about the expectations of quality and effectiveness of schools and the degree to which small/rural schools fulfill these expectations.

Description of the Study

Purpose of the Study

The purpose of this study was (1) to identify characteristics perceived by students, educators, school board members and the community to be the most important indicators of school quality and effectiveness, (2) to determine the degree to which these characteristics are present in selected small/rural schools, (3) to show the relationship, if any, between perceived quality/effectiveness and the wealth of the district, per pupil expenditure, enrollment of the district, pupil/teacher ratio and size of the district, and (4) to provide a profile of the districts perceived to have the highest and the lowest quality and effectiveness.

Subjects

The school districts used in this study were randomly selected from a pool of all public school districts in Kansas with a K-12 enrollment of less than 1,000 and which met the U.S. census definition of rural, i.e. "all persons living outside urbanized areas in the open country or in communities with less than 2,500 inhabitants." It also includes those living in areas of extended cities with a population density of less than 1,000 inhabitants per square mile. The design of the study, described later, included two phases. It was planned to have 25 districts participate in each phase. Assuming there would be some attrition, invitations of participation were sent to 30 school districts for each phase. The resulting participation included 27 school districts for Phase 1 and 28 school districts for Phase 2. Within each district, the following groups of respondents were eligible for participation.

1) high school students (11th grade English class)
2) junior high/middle school students (8th grade language arts or social studies class)
3) teachers (all elementary, junior high/middle school)
4) building administrators (all K-12)
5) district superintendent
6) school board members
7) adult members of the community (25 from the telephone directories serving the district)

Procedures

The study was conducted in two major phases during the 1986-87 school year. Phase 1 was primarily intended to determine the perceived importance of each of 76 indicators of effective schools, as extracted from the research literature and collapsed from an original but redundant list of more than 100. To accomplish this, two forms of an instrument entitled "Indicators of School Quality and Effectivenesss" (ISQE) were developed (see appendix). Generally, these variables/indicators fall into the following categories -

- administrator's role
- teacher's role
- social development
- instruction
- curriculum
- staff development
- career development
- parental/community involvement
- measures of progress
- character development
- organizational structure
- organization of school day and year

As much as possible, variables from the same domain (category) were paired, and each one of the pair was randomly placed on one of the two forms of the ISQE. Items without a reasonable pairing were randomly assigned to Forms A or B. By random procedures, approximately one-half of the Phase 1 school districts received Form A and the other half received Form B.

After receiving approval from the superintendent, each participating district was sent a packet of materials that included instructions, questionnaires (ISQE) and computer response cards for the response groups described earlier. The response cards for the adult members of the community were returned directly to the reseachers, and the responses from school-based personnel (teachers, students and administrators) were returned as a packet. Each superintendent instructed the researchers on the manner in which school board members received and returned the questionnaire, i.e. direct or through the school.

The responses from the ISQE were analyzed using the Frequencies, Crosstabs, Factor and Breakdown subprograms of the Statistical Package for the Social Sciences ($SPSS^X$).

From the results of the data collected from the administration of the ISQE, a second instrument, "Perceptions of School Quality and Effectiveness" (PSQE), was developed, a copy of which is included in the appendix. The PSQE, administered during Phase 2, was intended to determine the extent to which each quality or indicator of effectiveness was found in the local schools. In order for an item to be used on the PSQE it:

a) must be rated above the mean in at least four of the five respondent groups (students, teachers, administrators, school board members and community)

b) must be rated 3.90 or higher on a 5-point scale overall by all respondents

c) must not duplicate a similar (or paired) item with a higher overall rating

Phase 2 of the study was conducted during the Spring Semester of the 1986-87 school year. There were two different data collecting processes.

The first involved the administration of the PSQE in 28 school districts, and the second was an independent process of obtaining public data from the files of the Kansas State Department of Education on each of the districts participating in Phase 2. Generally, the type of data reflects those found in the publication entitled Profile of Kansas Schools (January, 1987), which is based on the 1985-86 academic year. Additional items (32-36) were added to the PSQE to determine:

a) importance of extracurricular activities

b) post-secondary plans of students

c) needed improvements in the community

d) overall rating of the school

e) familiarity of teachers with students

The manner of distributing the Phase 2 materials to the local districts and the respondent groups were the same as for the ISQE in Phase 1.

Approval and assistance in obtaining district data on Phase 2 schools were provided by the Kansas State Department of Education. Selected data on district revenue per pupil, wealth of the district, enrollment of the district, pupil/teacher ratio, and size of the district were entered as separate variables.

Analyses of the PSQE data in Phase 2 consisted of computation of means and standard deviations on each variable (1-31) by respondent group, by district and overall. In addition, the "mean of means" for each variable was determined for all participants. Since the respondent groups were very unequal in size, an overall mean is biased toward the perceptions of the groups with a greater number of respondents. The SPSS^X subprogram frequencies were used for these calculations.

Further analyses were accomplished to determine the correlation coefficients between the mean of means for each quality indicator variable (1-31) and revenue per pupil enrollment (headcount) of the district, pupil/teacher ratio (elementary and secondary), size of the district (square miles), and wealth of the district (taxable income, adjusted valuation per pupil, and taxable income + adjuted valuation per pupil). The SAS (Statistical Analysis System) computer program was used for these computations.

Of all districts in Phase 2, the five perceived to be the most effective and the five perceived to be the least effective were determined by calculating an overall mean across all variables (1-31) and across all respondent groups. Each group and each variable were equally weighted, regardless of the number of respondents. These 10 districts are profiled in Tables 4 and 5 using a diverse set of data derived from State Department of Education files.

Lastly, variables corresponding to questions 32-36 on the PSQE, which pertained to needed improvement, familiarity of teachers with students, etc., were analyzed by calculation of the means and standard deviations by respondent group.

Results

The results of Phase 1, which was designed to determine the perceived importance of 76 qualities or indicators of school effectiveness on a five point scale (5 = Very Important...1 = Very Unimportant), are found in Tables 1 and 2. A "0" response was permitted for the "Do not understand the statement" option, but this response was not used in the statistical analyses.

Only a few items were perceived to be on the unimportant side of the scale, i.e. < 3.0, by the overall group. Those items that were below 3.0 are listed below.

Item	Overall Mean	Range of Mean Among Respondent Group
Form A		
Q.15 - More homework is required of the students.	2.66	2.42-3.30
Q.32 - The district focuses on a simple organizational form and a lean management staff.	2.89	2.71-3.50
Form B		
Q.17 - High schools offer a general (one-track) curriculum.	2.42	2.32-2.77
Q.20 - Performance-based compensation for teachers exists.	2.76	2.44-2.76

Only four or 5.26% of the total of 76 were rated below the mid-point of the scale. Thirty-one items from the ISQE were found to meet the criteria described in the procedures, and they are found as items 1-31 on the instrument (PSQE) used in Phase B of the study.

Table 1
Summary of Responses from Form A of the ISQE

Q. #	Item	Sample Groups: Students $\bar{X}$	Students SD	Teachers $\bar{X}$	Teachers SD	Admin. $\bar{X}$	Admin. SD	BOE $\bar{X}$	BOE SD	Community $\bar{X}$	Community SD	ALL $\bar{X}$	ALL SD
1.	Instructional leadership is provided by the principal.	3.89	1.15	4.25	.86	4.55	.83	4.58	.70	4.19	.96	4.07	1.04
2.	Principals work through and with people.	4.08	1.05	4.64	.70	4.62	.82	4.54	.58	4.28	.83	4.33	.94
3.	Effective classroom management is maintained.	4.15	.99	4.69	.68	4.59	.83	4.39	.98	4.54	.60	4.40	.90
4.	Teachers have good attendance.	4.12	1.00	4.55	.70	4.52	.95	4.48	.51	4.58	.59	4.34	.88
5.	Personalized counseling is provided by the school.	3.77	1.19	4.00	.91	3.72	.92	4.22	.67	3.95	.93	3.87	1.07
6.	The school maintains a safe and orderly environment.	4.38	.85	4.60	.63	4.48	.87	4.38	1.06	4.56	.57	4.48	.77
7.	Clear standards of conduct are established by the school.	3.76	1.32	4.60	.71	4.59	.83	4.63	.84	4.49	.70	4.17	1.15
8.	Orderly & coherent instruction is maintained in the classroom.	4.00	1.14	4.63	.64	4.28	1.19	4.32	1.25	4.51	.84	4.29	1.02
9.	Teachers carefully structure, sequence and pace instruction in the classroom.	3.91	1.16	4.36	.70	4.45	.87	4.41	.64	4.31	.68	4.13	.99

Q. #	Item	Students		Teachers		Admin.		BOE		Community		ALL	
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
10.	Creative and innovative teaching techniques exist.	3.70	1.33	4.13	.77	4.10	.90	4.12	.73	3.97	.97	3.91	1.11
11.	Teachers participate in a team approach with shared objectives	3.46	1.23	3.55	1.03	3.48	1.06	3.85	.93	3.67	1.03	3.52	1.13
12.	Teachers use small groups or individualized instruction for reading and mathematics.	3.26	1.27	3.76	.95	4.17	.93	4.28	.74	3.98	1.10	3.55	1.16
13.	Direct instruction is provided in which teachers explain exactly what students are expected to learn and demonstrate the steps needed to accomplish a particular academic task.	3.92	1.27	4.26	.87	4.07	1.04	4.23	.59	4.28	.95	4.08	1.10
14.	Time on task management skills are demonstrated by the teacher in order for the students to have an opportunity to learn.	3.42	1.49	4.00	.93	4.04	.98	3.75	1.11	3.23	1.64	3.67	1.31
15.	More homework is required of the students.	2.42	1.18	2.88	.99	3.29	.81	3.30	.78	2.75	1.06	2.66	1.11
16.	High schools offer multiple track curriculums in which college prep, vocational, and general education courses are offered.	3.66	1.54	3.89	1.04	3.46	1.11	4.28	1.06	3.71	1.39	3.77	1.34

Q. #	Item	Students		Teachers		Admin.		BOE		Community		ALL	
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
17.	The school clearly identifies its academic objectives.	3.69	1.22	4.20	.91	4.17	1.04	4.23	1.21	3.96	1.22	3.93	1.13
18.	Students take two or more years of science and mathematics.	3.72	1.16	4.16	.89	4.25	.97	4.19	.80	3.98	1.18	3.93	1.08
19.	Staff training occurs on a schoolwide basis.	3.19	1.46	3.59	1.08	3.41	1.02	4.28	.89	3.71	1.23	3.40	1.31
20.	Career ladders are provided for teachers for advancement opportunities within the teaching profession.	3.18	1.47	3.71	1.21	3.24	1.15	3.87	.82	3.84	.96	3.44	1.35
21.	Assistance programs are provided for first-year teachers.	3.42	1.23	3.95	1.04	3.83	.93	3.92	1.02	3.75	1.28	3.67	1.17
22.	Parents initiate involvement in the schools.	3.68	1.30	3.71	1.09	3.48	1.09	3.83	1.13	3.75	1.36	3.69	1.22
23.	Schools have community support and participation/attendance in school events.	4.34	.91	4.27	.85	4.21	1.05	4.33	.68	4.35	.74	4.31	.87
24.	Schools have community (school board) participation in selection of curricula.	3.46	1.43	3.16	1.10	3.90	.98	3.88	1.12	3.72	.96	3.36	1.28
25.	Schools maintain an ongoing diagnosis and assessment of pupil progress.	3.53	1.38	4.20	.77	4.21	.96	4.36	.57	4.10	1.16	3.86	1.19

Q. #	Item	Students $\bar{X}$	Students SD	Teachers $\bar{X}$	Teachers SD	Admin. $\bar{X}$	Admin. SD	BOE $\bar{X}$	BOE SD	Community $\bar{X}$	Community SD	ALL $\bar{X}$	ALL SD
26.	Students rank high on nationally recognized standardized examinations.	3.44	1.31	3.29	.94	3.55	1.02	3.64	.81	3.77	1.02	3.40	1.15
27.	Students have good work ethics.	4.96	1.13	4.37	.80	4.07	1.13	4.50	.51	4.43	.92	4.16	1.00
28.	Students are involved in the community.	3.78	1.17	3.77	.86	3.52	1.15	3.87	.63	3.96	.89	3.78	1.03
29.	Students have access to cultural programs.	3.65	1.23	3.81	.89	3.76	1.12	3.92	.76	4.04	.76	3.74	1.08
30.	School curricula prepares the student for "the world of work"	4.02	1.24	4.24	.89	4.00	1.00	3.93	1.14	4.17	.95	4.11	1.10
31.	The school year consists of 180 days or more.	3.04	1.23	3.31	1.13	3.79	1.15	3.89	.89	3.51	1.33	3.20	1.21
32.	The district focuses on a simple organizational form and a lean management staff.	2.71	1.48	2.97	1.38	3.50	.75	3.40	1.35	3.35	1.52	2.89	1.44
33.	High expectations of students are in existence throughout the school.	3.53	1.20	4.43	.79	4.39	.88	4.12	.73	4.08	.90	3.94	1.12
34.	Small school size exists.	3.43	1.33	3.37	1.31	3.69	1.22	3.12	1.40	3.69	1.16	3.42	1.31
35.	A mix of social classes exists within the school.	3.46	1.28	3.22	1.12	3.35	1.11	3.52	1.19	3.70	.99	3.38	1.21

Q. #	Item	Students $\bar{X}$	Students SD	Teachers $\bar{X}$	Teachers SD	Admin. $\bar{X}$	Admin. SD	BOE $\bar{X}$	BOE SD	Community $\bar{X}$	Community SD	ALL $\bar{X}$	ALL SD
36.	Equity is maintained among social and economic classes and between the sexes.	3.66	1.49	3.81	1.15	4.00	.89	3.73	1.40	4.07	.97	3.74	1.33
37.	The community is permitted to utilize the schools' facilities	3.26	1.41	3.58	1.01	4.07	.88	3.62	1.10	3.76	1.18	3.44	1.25
38.	District policies stress that participation in school activities is contingent upon the student's citizenship, responsibility and achievement.	3.46	1.45	3.94	1.03	4.17	1.00	4.13	1.06	3.83	1.20	3.70	1.29
	Mean of responses across all items.	3.65		3.94		3.97		4.05		3.96		3.78	
	Maximum number of respondents in each group.	604		469		29		27		62		1191	

Table 2
Summary of Responses from Form B of the ISQE

Q. #	Item	Sample Groups: Students $\bar{X}$	Students SD	Teachers $\bar{X}$	Teachers SD	Admin. $\bar{X}$	Admin. SD	BOE $\bar{X}$	BOE SD	Community $\bar{X}$	Community SD	ALL $\bar{X}$	ALL SD
1.	Principals provide strong administrative leadership.	4.00	1.09	4.63	.73	4.84	.37	4.67	.68	4.55	.79	4.29	.99
2.	Principals visit classrooms frequently.	3.11	1.16	3.45	1.06	3.88	.99	4.08	1.26	4.00	1.02	3.32	1.15
3.	Teachers participate in management.	3.37	1.35	4.00	.94	3.73	.92	3.39	1.17	3.78	1.10	3.60	1.23
4.	Open relationships between teachers and pupils exist.	4.02	1.21	4.42	.95	4.72	.46	4.23	.86	4.45	.67	4.20	1.09
5.	Teachers serve as positive role models for students.	3.82	1.38	4.63	.70	4.76	.52	4.35	.85	4.44	.86	4.16	1.21
6.	Teachers are well prepared in the subject area to which they are assigned.	4.58	.88	4.71	.66	4.77	.43	4.65	.69	4.79	.54	4.63	.80
7.	A low crime rate exists in the schools.	4.22	1.23	4.16	.99	4.44	1.08	4.30	.82	4.67	.59	4.22	1.34
8.	Schools provide emotional support for students.	3.77	1.26	4.21	.84	4.42	.58	3.75	1.11	4.12	.98	3.96	1.12
9.	Instructional strategies are established by the teachers.	3.01	1.62	4.26	.77	4.15	.68	4.00	.94	4.02	1.06	3.55	1.45

Q. #	Item	Students		Teachers		Admin.		BOE		Community		ALL	
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
10.	Teachers and students have access to instructional technology.	3.51	1.49	3.95	1.04	4.25	.61	3.84	1.18	4.15	.72	3.71	1.33
11.	Instructional goals are well established in the school.	3.84	1.56	4.17	.84	4.42	.65	4.27	.96	4.37	.71	4.02	1.03
12.	Instructional emphasis is placed on basic skills.	3.62	1.36	4.29	.87	4.56	.65	4.17	.92	4.31	.93	3.92	1.21
13.	Teachers take into consideration students' prior learning styles.	3.77	1.22	3.71	.90	3.84	.99	3.52	.89	3.82	1.11	3.76	1.10
14.	Teachers emphasize higher-order thinking skills.	3.46	1.32	3.98	.94	4.14	.71	3.52	1.31	3.57	1.26	3.65	1.20
15.	Curricular programs are adapted/developed for local needs.	3.38	1.41	3.84	.98	4.16	.85	3.48	.96	3.51	1.17	3.56	1.26
16.	School curricula prepares students for college.	4.11	1.28	3.91	.94	4.23	.51	4.28	.89	4.23	.82	4.05	1.13
17.	High schools offer a general (one-track) curriculum.	2.32	1.56	2.43	1.22	2.69	1.12	2.60	1.47	2.77	1.48	2.42	1.43
18.	Students take a foreign language.	3.03	1.26	3.04	1.12	3.39	.94	3.52	1.09	3.17	1.06	3.06	1.19
19.	Students take four years of English.	3.54	1.32	4.10	1.04	4.40	.82	4.11	1.01	3.91	1.24	3.79	1.23

Q. #	Item	Students		Teachers		Admin.		BOE		Community		ALL	
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
20.	Performance-based compensation for teachers exists.	2.81	1.62	2.44	1.31	3.19	1.30	3.85	.93	3.39	1.19	2.76	1.51
21.	Home-school relations are maintained.	3.52	1.28	4.21	.79	4.08	.85	4.19	1.00	4.31	.79	3.84	1.14
22.	Parents feel involved and have a perception of belonging to an educational partnership.	3.50	1.35	4.14	.81	4.25	.74	4.08	1.20	4.16	.93	3.79	1.19
23.	The community supports students and their achievements.	4.24	1.01	4.41	.73	4.31	.74	4.31	.88	4.20	1.00	4.29	.92
24.	The community (school board) participates in the selection of teachers.	3.91	1.19	3.01	1.19	2.89	1.37	3.55	1.14	3.58	1.32	3.55	1.28
25.	Students have good attendance.	4.01	1.14	4.62	.70	4.31	1.12	4.41	.84	4.55	.86	4.27	1.03
26.	Schools follow up on high school graduates' educational and work careers.	3.29	1.32	3.34	.98	4.00	.91	3.83	.92	3.09	1.17	3.32	1.20
27.	Schools maintain a high student success rate.	3.65	1.32	3.86	1.08	4.25	1.07	4.16	.75	3.81	1.14	3.76	1.22
28.	Personal development is emphasized in the schools.	3.69	1.24	4.15	.87	4.31	.68	4.26	.76	4.07	1.07	3.89	1.13

Q. #	Item	Students		Teachers		Admin.		BOE		Community		ALL	
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
29.	Students are prepared by the schools to become good adult citizens.	4.08	1.05	4.38	.84	4.56	.58	4.33	.96	4.33	.72	4.21	.97
30.	Schools provide cultural enhancement to the community.	3.30	1.34	3.61	1.03	3.63	.97	3.54	1.10	3.63	1.04	3.45	1.22
31.	Schools play an important part in the students' sense of control of their destiny and their belief in hard work.	3.67	1.36	4.18	.86	4.04	1.00	3.85	1.12	3.80	1.32	3.87	1.21
32.	High schools maintain a six or seven period day.	3.59	1.27	3.76	1.06	3.96	1.15	4.04	1.14	3.77	.99	3.67	1.19
33.	The composition of the student body stays about the same throughout the year.	3.13	1.38	3.08	1.34	2.89	1.53	3.23	1.48	3.11	1.50	3.09	1.38
34.	A clear school mission is in existence.	2.66	1.70	3.49	1.48	4.04	1.21	3.28	1.75	3.48	1.47	3.05	1.65
35.	Schools maintain high expectations of teachers.	3.89	1.21	4.37	.73	4.68	.69	4.63	.63	4.45	.93	4.12	1.07
36.	Small class size is maintained.	3.40	1.26	4.22	.93	3.86	1.19	3.77	.91	4.00	.97	3.73	1.19
37.	Opportunities are made availble for students to participate in school life.	3.90	1.20	4.17	1.00	4.52	.51	3.79	1.18	3.98	1.19	4.01	1.13

Q. #	Item	Students $\bar{X}$	Students SD	Teachers $\bar{X}$	Teachers SD	Admin. $\bar{X}$	Admin. SD	BOE $\bar{X}$	BOE SD	Community $\bar{X}$	Community SD	ALL $\bar{X}$	ALL SD
38.	District policies govern a student's participation in extracurricular activities.	3.08	1.45	3.62	1.17	3.76	1.51	3.76	1.20	3.00	1.51	3.29	1.39
	Mean of responses across all items	3.57		3.92		4.09		3.94		3.93		3.73	
	Maximum number of respondents in each group	521		302		26		27		55		931	

The results of Phase 2 of this study are found in Table 3. These data reflect the extent to which the 31 selected indicators of quality/effective schools listed on the PSQE were perceived to be present in the respondents' local schools. The options and numerical value of each response option for the items are listed below.

5 = Definitely present or true

4 = Usually present or true

3 = Undecided or not able to observe

2 = Seldom present or true

1 = Never present or true

0 = Do not understand the statement

The "0" response (Do not understand the statement) was not used in the statistical analyses.

The five variables judged highest or more definitely present or true, based on total responses, are shown below.

a. Students take two or more years of science and math (4.50)

b. Teachers have good attendance (4.50)

c. School maintains safe environment (4.39)

d. A low crime rate exists (4.33)

e. Teachers are well prepared (4.28)

Overall, none of the 31 variables which were selected as the most important from among 76 considered in Phase 1 of this study, was rated below the mid-point of the scale (3.0). The percent of the 31 variables rated $\geq$ 4.0 by each respondent group is -

a. Students: 22.6%

b. Teachers: 80.6%

c. Administrators: 80.6

d. BOE members: 51.6%

e. Community adults: 29.0%

Although all variables of quality/effectiveness were rated above 4.0 by each respondent group, the five rated lowest by all respondents are listed below.

a. Students have good work ethics (3.58)

b. Parents feel involved and have a feeling of belonging to an educational partnership (3.58)

c. Schools provide emotional support (3.63)

d. Prepare students for the world of work (3.67)

e. Principals provide instructional leadership (3.68)

The lowest rated variable by each respondent group is listed below.

a. Students: Schools provide emotional support (3.29)

b. Teachers: Parents feel involved and (have a) feeling of belonging to an educational partnership (3.61)

c. Administrators: Parents feel involved and (have a) feeling of belonging to an educational partnership (3.61)

d. BOE members: Students have good work ethics (3.70)

e. Community adults: Students have good work ethics (3.52)

and

Prepare students for the world of work (3.52)

The highest rated variable by each respondent group is -

a. Students: Students take two or more years of science and math (4.56)

b. Teacher: Teachers have good attendance (4.57)

c. Administrators: School maintains a safe environment (4.67)

d. BOE members: Students take two or more years of science and math (4.63)

e. Community adults: School maintains a safe environment (4.45)

Table 3
Summary of Perceptions of School Quality and Effectiveness
Variable 1 through 31 by Responding Groups -- Across All School Districts

Phase - 2

Q. #	Item	Students		Teachers		Admin.		BOE		Community		All *	
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1.	Direct instruction is provided	3.96	.77	4.38	.68	4.05	.84	3.93	.74	3.74	.86	4.12	.77
2.	Teachers are well prepared	4.25	.78	4.39	.65	4.38	.73	3.98	.77	3.94	.85	4.28	.74
3.	Students have good work ethics	3.50	.88	3.64	.81	3.71	.76	3.70	.75	3.52	.89	3.58	.85
4.	Schools provide emotional support	3.29	1.17	3.92	.86	4.04	.77	3.87	.87	3.72	1.05	3.63	1.07
5.	Creative teaching exists	3.47	1.09	3.95	.78	3.95	.80	3.90	.91	3.74	1.04	3.72	.98
6.	High expectations of students	3.91	1.00	4.08	.88	4.10	.76	4.07	.94	3.80	.96	3.98	.94
7.	Carefully structured instruction	3.69	.98	4.06	.71	3.95	.72	3.72	.82	3.69	.78	3.85	.87
8.	Effective classroom management	3.80	.91	4.14	.66	4.12	.73	3.81	.87	3.82	.80	3.95	.82
9.	Schools have community support	4.26	.99	4.09	.93	4.21	.89	4.24	.88	4.42	.84	4.20	.95

* All respondents for this question

Q. #	Item	Students $\bar{X}$	Students SD	Teachers $\bar{X}$	Teachers SD	Admin. $\bar{X}$	Admin. SD	BOE $\bar{X}$	BOE SD	Community $\bar{X}$	Community SD	All $\bar{X}$	All SD
10.	Principals work through and with people	3.46	1.27	4.08	.94	4.47	.76	4.02	1.01	3.95	1.10	3.80	1.15
11.	Parents feel involved and belong	3.50	1.04	3.61	.89	3.61	.97	3.72	1.01	3.80	.93	3.58	.97
12.	Open teacher pupil relationships exist	3.69	1.10	4.21	.69	4.19	.74	4.02	.79	3.90	.87	3.95	.95
13.	Orderly and coherent instruction	3.81	.85	4.15	.66	4.17	.69	3.76	.81	3.72	.85	3.95	.79
14.	Community supports student achievement	3.93	1.10	4.12	.87	4.26	.88	4.22	.90	4.28	.90	4.06	.99
15.	Students have good attendance	3.96	.89	4.18	.73	4.27	.79	4.35	.86	4.12	.83	4.09	.83
16.	Instructional goals well established	3.63	.99	4.20	.81	4.07	.99	4.12	1.06	3.68	.84	3.90	.95
17.	A low crime rate exists	4.15	1.13	4.48	.80	4.65	.75	4.49	.91	4.29	.95	4.33	.99
18.	Prepare students for the world of work	3.60	1.06	3.74	.78	3.74	1.00	3.78	.97	3.52	1.05	3.67	.95
19.	Students prepared to be good citizens	3.72	1.06	4.00	.78	4.16	.88	4.02	.87	3.78	1.00	3.86	.95
20.	Students take two or more years of science & math	4.56	.86	4.45	.82	4.70	.75	4.63	.85	4.23	.88	4.50	.85

Q. #	Item	Students $\bar{X}$	Students SD	Teachers $\bar{X}$	Teachers SD	Admin. $\bar{X}$	Admin. SD	BOE $\bar{X}$	BOE SD	Community $\bar{X}$	Community SD	All $\bar{X}$	All SD
21.	School identifies academic objectives	3.82	1.05	4.21	.87	4.07	.98	4.24	1.05	3.80	1.01	4.01	.99
22.	Instructional strategies prepared by teachers	3.64	.92	4.13	.78	3.99	.73	3.85	.86	3.49	.90	3.85	.89
23.	Teachers postitive role models	3.49	1.11	4.26	.70	4.21	.68	3.92	.86	3.69	1.03	3.86	1.00
24.	Teachers have good attendance	4.49	.75	4.57	.65	4.40	.82	4.33	.93	4.28	.81	4.50	.73
25.	Clear standards of conduct are established	4.08	.96	4.26	.86	4.56	.81	4.45	.85	4.28	.93	4.20	.92
26.	School maintains safe environment	4.23	.90	4.53	.70	4.67	.76	4.56	.82	4.45	.77	4.39	.82
27.	Principals provide strong leadership	3.69	1.23	4.04	1.00	4.40	.76	3.98	1.15	4.03	.97	3.89	1.12
28.	Principals provide instructional leadership	3.49	1.24	3.82	1.04	4.10	.89	3.85	1.07	3.76	.98	3.68	1.14
29.	Ongoing assessment pupil progress	3.84	.99	4.22	.79	4.27	.85	4.08	.97	3.79	.98	4.02	.92
30.	Instructional emphasis on basic skills	3.82	.93	4.23	.78	4.36	.73	3.94	.83	3.70	1.00	4.01	.89
31.	School maintains high teacher expectations	3.80	1.03	4.34	.77	4.45	.79	4.28	.98	3.80	1.14	4.07	.97
	Number Of Respondents	899–916		782–818		78–82		84–87		126–129		2012–2062	

Based on the calculated single value for perceived effectiveness on variables 1-31, which could range between 1 and 5, the five most effective and the five least effective school districts are profiled in Tables 4-5. Also, the averages on each factor in the profile for all 304 public school districts in Kansas are shown for comparison purposes. Selected data from these two tables are highlighted below.

More Effective Schools Compared to Least Effective

- administrative salaries are higher
- districts in counties with lower density
- smaller percentage of students employed immediately after high school graduation
- larger percentage pursue some type of post-secondary education after high school graduation
- much more reliance on local sources of revenue
- higher adjusted valuation per pupil
- greater total wealth per pupil
- generally, larger percent of students at all levels and in all areas exceed minimum score on Kansas Competency Tests

More Effective Schools Compared to State Average

- lower enrollment
- lower teacher salaries
- lower percentages of minority teachers and students
- lower density in counties
- higher percentage of high school graduates attend 2 or 4 year colleges

- higher percentage of high school graduates attend some type of post-secondary education
- lower dropout rate
- more reliance on local resources for revenue
- less Federal resources
- higher school district revenue and general fund operating fund expenditures per pupil
- generally, higher percentage of students at all levels and in all areas exceed minimum score on Kansas Competency Tests

Table 4

Profile of Districts Perceived to be Most Effective

(high to low)
(data for 1985-86 unless otherwise indicated)

	Districts					
USD and Kansas Average	A	B	C	D	E	KS
ENROLLMENT						
Headcount	541	504	136	187	670	1,349
EDUCATION PERSONNEL						
Average years teacher experience elementary and secondary	15.6	12.1	6.0	9.9	13.2	12.8
Salaries (not including) fringe benefits)						
Superintendent:	49,500	41,678	35,000	39,012	47,000	44,729
Principals:	42,159	36,006	31,283	33,799	33,702	35,950
Teachers:	21,399	21,217	20,522	19,569	20,079	22,644
Pupil/Teacher Ratio						
Elementary	17.3	15.6	9.4	11.5	10.4	
Secondary	9.6	13.6	7.0	7.1	13.6	
				Range in Kansas - Low	5.7	
				Median	13.3	
				High	20.4	
DEMOGRAPHICS						
Sex (1984-1985 percentages)						
Teachers Female	65.1	71.4	76.5	71.4	63.2	69.0
Teachers Male	34.9	28.6	23.5	28.6	36.8	31.0
Principals Female	0.0	0.0	0.0	0.0	25.0	11.8
Principals Male	100.0	100.0	100.0	100.0	75.0	88.2
Superintendent Female	0.0	0.0	0.0	0.0	0.0	1.3
Superintendent Male	100.0	100.0	100.0	100.0	100.0	98.7
Students Female	48.5	49.0	46.0	42.0	47.0	49.6
Students Male	51.5	51.0	54.0	58.0	53.0	51.4

Race						
Teachers (Elementary and Secondary)						
American Indian	0.0	0.0	0.0	4.8	0.0	.5
Asian/Pac. Islander	0.0	0.0	0.0	0.0	0.0	.2
Hispanic	0.0	0.0	0.0	0.0	0.0	.8
Black	0.0	0.0	0.0	0.0	1.9	3.0
White	100.0	100.0	100.0	95.2	98.1	95.5
Students (Elementary and Secondary)						
American Indian	0.5	0.3	0.0	0.0	0.0	.7
Asian/Pac. Islander	0.5	0.0	0.0	1.0	0.0	1.6
Hispanic	0.9	0.3	13.0	9.6	0.0	3.4
Black	0.9	0.0	0.0	0.0	0.0	7.7
White	97.2	99.4	87.0	89.4	100.0	86.6
District Size						
(Square miles)	158	309	200	224	599	
		Range in Kansas -		Smallest	10.0	
				Median	228.5	
				Largest	992.0	
Density of County						
(Pop. per sq. mile)	16.1	24.9	6.1	6.7	6.3	29.0
GRADUATES (Percentages, after graduation from H.S.)						
Employed Full Time	21.0	10.0	0.0	9.0	14.0	21.9
Unemployed	9.0	5.0	0.0	9.0	4.0	2.6
Attend 2 yr. college	6.0	53.0	29.0	9.0	21.0	18.5
Attend 4 yr. college	52.0	12.0	14.0	55.0	40.0	38.5
Attend another type of college	3.0	0.0	7.0	9.0	0.0	1.7
Attend other post secondary (non-college)	0.0	15.0	0.0	9.0	15.0	6.6
Military Service	3.0	5.0	14.0	9.0	6.0	
All other graduates	0.0	0.0	0.0	0.0	0.0	3.7
Unknown	0.0	5.0	36.0	0.0	0.0	6.5
DROPOUTS						
% of grades 9-12	2.4	2.8	2.0	1.75	1.5	4.0

FINANCE (Sources of Revenues Percent of Total)						
Local Sources	92.0	33.0	91.0	86.0	64.0	50.5
State Sources	8.0	64.0	7.0	11.0	32.0	44.3
Federal Sources	0.0	3.0	2.0	3.0	4.0	5.2
Revenue Per Pupil	4,701	4,355	8,289	5,398	4,524	3,954
Adjusted Valuation Per Pupil	74,905	62,444	284,310	225,824	120,343	
Taxable Income Per Pupil	24,090	33,888	30,084	29,886	23,266	
Wealth Per Pupil	98,995	165,566	314,394	255,711	143,609	
Expenditures						
General Operating Fund Per Pupil	4,028	4,207	7,955	4,902	4,592	3,035
VANDALISM						
Amount of Damage	300	1,800	3,000	0	0	
SCORES Kansas Competency Test (% Exceed Min. Score)						
Grades Subject						
2 Rdg	97	97	100	100	93	88.5
2 Math	100	100	100	100	98	93.9
4 Rdg	96	94	100	100	88	84.3
4 Math	81	97	100	92	82	81.1
6 Rdg	85	95	80	100	86	84.9
6 Math	88	100	80	100	78	84.3
8 Rdg	97	95	100	100	93	91.3
8 Math	95	88	100	75	93	80.8
10 Rdg	97	97	67	82	89	86.6
10 Math	88	74	78	76	76	75.8

Table 5

Profile of Districts Perceived to be Least Effective

(high to low)
(data for 1985-86 unless otherwise indicated)

	Districts					
USD and Kansas Average	A	B	C	D	E	KS
ENROLLMENT						
Headcount	673	394	495	242	302	1,349
EDUCATION PERSONNEL						
Average years teacher experience elementary and secondary	14.1	12.2	11.6	14.2	10.1	12.8
Salaries (not including) fringe benefits)						
Superintendent:	42,500	36,129	39,000	35,500	36,800	44,729
Principals:	36,875	27,898	28,233	28,350	26,081	35,950
Teachers:	23,105	20,392	19,531	18,196	20,615	22,644
Pupil/Teacher Ratio						
Elementary	15.2	10.8	14.95	9.7	12.9	
Secondary	12.2	9.7	10.9	8.8	11.5	
			Range in Kansas - Low		5.7	
			Median		13.3	
			High		20.4	
DEMOGRAPHICS						
Sex (1984-1985 percentages)						
Teachers Female	71.1	71.4	75.0	63.0	69.6	69.0
Teachers Male	28.9	28.6	25.0	37.0	30.4	31.0
Principals Female	0.0	33.3	0.0	0.0	33.3	11.8
Principals Male	100.0	66.6	100.0	100.0	66.6	88.2
Superintendent Female	0.0	0.0	0.0	0.0	100.0	1.3
Superintendent Male	100.0	100.0	100.0	100.0	0.0	98.7
Students Female	50.0	43.0	46.0	52.0	49.0	49.6
Students Male	50.0	57.0	54.0	48.0	51.0	51.4

Race						
Teachers (Elementary and Secondary)						
American Indian	0.0	0.0	0.0	0.0	0.0	.5
Asian/Pac. Islander	0.0	0.0	0.0	0.0	0.0	.2
Hispanic	0.0	0.0	0.0	0.0	0.0	.8
Black	0.0	0.0	0.0	0.0	0.0	.3
White	100.0	100.0	100.0	100.0	100.0	95.5
Students (Elementary and Secondary)						
American Indian	0.1	0.2	0.2	0.0	0.3	0.7
Asian/Pac. Islander	0.0	0.2	0.0	0.8	2.0	1.6
Hispanic	0.9	0.0	0.2	0.8	2.0	3.4
Black	0.0	0.2	0.2	0.4	0.0	7.7
White	99.0	99.4	97.5	98.0	95.7	86.6
District Size						
(Square miles)	92	256	541	437	225	
			Range in Kansas -	Smallest	10.0	
				Median	228.5	
				Largest	992.0	
Density of County						
(Pop. per sq. mile)	65.5	19.0	5.7	35	69.7	29.0
GRADUATES (Percentages, after graduation from H.S.)						
Employed Full Time	24.0	10.0	17.0	5.5	37.5	21.9
Unemployed	8.0	19.5	28.0	17.0	0.0	2.6
Attend 2 yr. college	44.0	16.0	28.0	33.0	6.2	18.5
Attend 4 yr. college	12.0	29.0	17.0	22.0	50.0	38.5
Attend another type of college	0.0	3.0	0.0	17.0	0.0	1.7
Attend other post secondary (non-college)	6.0	16.0	2.5	0.0	6.2	6.6
Military Service	6.0	16.0	2.5	5.5	0.0	
All other graduates	0.0	3.25	0.0	0.0	0.0	3.7
Unknown	0.0	3.25	5.0	0.0	0.0	6.5
DROPOUTS						
% of grades 9-12	4.0	.87	3.5	0.0	1.3	4.0

FINANCE						
(Sources of Revenues Percent of Total)						
Local Sources	25.0	41.0	58.0	76.0	49.0	50.5
State Sources	71.0	53.0	39.0	20.0	48.0	44.3
Federal Sources	4.0	6.0	3.0	4.0	3.0	5.2
Revenue Per Pupil	4,308	5,286	5,628	6,068	4,689	3,954
Adjusted Valuation Per Pupil	35,897	79,275	123,062	191,560	98,967	
Taxable Income Per Pupil	16,975	16,944	20,380	23,018	14,847	
Wealth Per Pupil	52,872	96,220	143,442	214,579	113,814	
Expenditures						
General Operating Fund Per Pupil	4,061	5,160	5,065	5,985	4,137	3,035
VANDALISM						
Amount of Damage	166	0	500	300	0	
SCORES						
Kansas Competency Test (% Exceed Min. Score)						
Grades Subject						
2 Rdg	82	100	96	100	95	88.5
2 Math	92	100	100	100	95	93.9
4 Rdg	83	72	82	87	95	84.3
4 Math	72	72	62	100	85	81.1
6 Rdg	95	87	89	96	89	84.9
6 Math	100	97	93	100	71	84.3
8 Rdg	98	96	100	100	96	91.3
8 Math	77	92	89	94	83	80.8
10 Rdg	83	95	91	88	100	86.6
10 Math	74	73	77	81	93	75.8

The results of the attempt to show relationships between selected district variables and the perceived effectiveness of the schools across all groups are summarized in Table 6. Two significant ($p \leq 0.05$) but fairly weak positive correlations were found between the "taxable income per pupil" and effectiveness and "wealth per pupil" and effectiveness. It should be pointed out that "wealth," as defined by the Kansas State Department of Education, is the sum of the "adjusted valuation per pupil" and the "taxable income per pupil."

Table 6

Correlation Coefficients Between Perceived District Effectiveness and Selected District Variables

Selected District Variables	Mean	Standard Deviation	N	Corr. Coeff.	Significance
a. Enrollment (headcount)	388.0	198.0	27	-0.2046	0.306
b. Pupil/Teacher Ratio (elementary)	13.5	2.9	27	0.0184	0.927
c. Pupil/Teacher Ratio (secondary)	9.9	2.5	27	-0.1543	0.442
d. District Size (square miles)	333.5	191.5	27	0.0287	0.887
e. Adjusted valuation per pupil ($)	130,026	59857.0	27	0.3396	0.083
f. Taxable income per pupil ($)	24,321.7	5789.4	27	0.5047	0.007*
g. Wealth per pupil ($)	156,820.8	62169.1	27	0.4456	0.020*
h. Revenue per pupil ($)	5,160.5	928.7	27	0.1580	0.431

*$p \leq 0.05$

Additional items on the PSQE addressed questions of interest related to extent of participation in extracurricular activities, plans after high school, reported high school grades, overall rating of the school, familiarity of teachers with students outside of school and non-student respondents' priorities in community improvements. The responses are summarized in Table 7, as percentages and means, standard deviations and ranges as appropriate.

Clearly, students in these schools have wide participation in extracurricular activities, with a mean of > 4 and more than 50% participate in 4 or more.

Over 70% of the students intend to pursue some form of post-secondary education, i.e. vocational school or a type of college. Only 2.1% expect to look for a job in their home community, while four times that number (8.9%) plan to find a job in a nearby community, a large city in Kansas or in another state.

Few students (1.4%) report receiving grades of "D" or "F," while more than 70% usually receive "A's" or "B's." Also, more than 80% of the students gave their school an overall rating of "Average" or above. Almost 60% rated their school as "Good" or "Excellent."

Only 1.8% of the students believe that teachers do not know them at all outside of school. This compares with 50.4% who believe they are known "Very Well" by their teachers.

More than 80% of all adult respondent groups believe that extra-curricular activities are "Important" or "Very Important," while less than 2% believe they are a detriment.

Consistent with students' perceptions, adults believe that a high percentage of students will attend some type of post-secondary education.

However, adults seem to believe that a greater percentage of students will seek jobs immediately after high school in nearby towns than do student respondents.

In order of preference, the three community elements that adults would improve are listed below.

1. employment opportunities after high school (46.9%)
2. entertainment/recreation (24.9%)
3. schools (10.6%)

Each of all of the other areas (housing, appearance of community, medical services, shopping, racial/ethnic composition, and library services) were selected as the single thing they would improve by < 5% of all adults.

More than 85% of the adult respondents rate their schools "Good" or "Excellent," with only 3% believing they are "Poor" or "Terrible."

Adults in the community believe that teachers know their students outside the school, with more than 75% marking the option "Very Well."

Table 7
Summary of Qualitative Questions - Percentage of Group Perceptions of School Quality and Effectiveness
Phase - 2

Q. #	Item	Value	STUDENTS Percent		
32.	How many extracurricular activities do you participate in each year? If more than 9 mark 9 (Options = 1 through 9)	0 = None	4.7		
		1	6.7		
		2	11.8		
		3	17.1		
		4	15.2		
		5	15.1		
		6	10.3		
		7	6.4		
		8	4.3	Mean = 4.336	Std. Dev. = 2.408
		9 or more	8.3	Maximum = 9	Minimum = 0
33.	What are your plans after high school?				
	0 = Don't know		8.2		
	1 = Find a job in this community		2.1		
	2 = Find a job in nearby community		4.1		
	3 = Find job in large city in KS		2.4		
	4 = Find job in another state		2.4		
	5 = Attend vocational school		7.5		
	6 = Attend a junior/comm. college		13.3		
	7 = Attend 4 yr. college in KS		40.8		
	8 = Attend 4 yr. college in another state		14.5		
	9 = None of the above		4.7		

Q. # Item	Value	Percentage		
34. Student's usual grade				
1 = A	A	28.8		
2 = B	B	42.7		
3 = C	C	22.6		
4 = D	D	1.1		
5 = F	F	.3		
6 = Don't wish to respond		3.9		
35. Overall, rating of school				
1 = Excellent		15.3		
2 = Good		44.0		
3 = Average		32.8		
4 = Poor		4.8	Mean = 2.363	Std. Dev. = .905
5 = Terrible		3.1		
36. How well do teachers know you outside of school?				
0 = Not at all		1.8		
1 = Slightly/somewhat		11.0		
2 = Fairly well		36.9	Mean = 2.359	Std. Dev. = .746
3 = Very well		50.4		

Percentages

Q. # Item	Teachers	Admin	BOE	Community	All Adults
32. How important are extra-curricular activities?					
0 = A detriment	1.3	0	0	.8	1.4
1 = Unimportant	2.7	0	0	9.4	3.1
2 = Don't know/unsure	5.5	2.4	3.5	6.3	5.3
3 = Important	50.0	35.4	48.2	54.3	48.7
4 = Very important	39.5	59.8	47.1	27.6	39.2
Mean	3.268	3.622	3.482	3.047	3.302
Std. Dev.	.816	.580	.683	.967	.927
Maximum	4	4	4	4	4
Minimum	0	2	2	0	0

Percentages

Q. # Item	Teachers	Admin.	BOE	Community	All Adults
33. How do you believe students in your community would respond to this question "What are your plans after high school?"					
0 = Don't know	12.9	11.5	6.0	14.5	12.3
1 = Find job in this community	3.2	1.3	2.4	1.6	2.8
2 = Find job in nearby town	11.9	12.8	9.5	7.3	11.0
3 = Find job in large city in KS	2.8	1.3	8.3	3.2	3.2
4 = Find job in another state	1.4	1.3	1.2	.8	1.4
5 = Attend a vocational school	3.8	1.3	1.2	7.3	4.1
6 = Attend a junior/comm. college	24.7	19.2	26.2	27.4	24.8
7 = Attend a 4 yr. coll. in KS	37.6	51.3	41.7	35.5	38.1
8 = Attend 4 yr. coll. in another state	.8	0	1.2	.8	1.1
9 = None of the above	.9	0	2.4	1.6	1.3

Percentages

Q. # Item	Teachers	Admin.	BOE	Community	All - Adults
34. If you could improve one thing which of the following would it be ?					
1 = schools	9.7	11.1	16.5	13.3	10.6
2 = entertainment/recreation	26.3	21.0	10.6	22.7	24.9
3 = employment opportunitites after high school	44.9	44.4	62.4	55.5	46.9
4 = housing	3.0	3.7	8.2	1.6	2.7
5 = appearance of community	4.7	12.3	1.2	1.6	4.9
6 = medical services	1.2	4.9	0	2.3	1.3
7 = shopping	5.7	1.2	0	.8	4.9
8 = racial/ethnic composition of community	1.0	0	0	0	.8
9 = library services	1.2	0	0	0	1.0
10 = none of the above need improvement	0	0	0	0	0

Q. # Item	Percentages Teachers	Admin.	BOE	Community	All Adults
35. Overall rating of school					
1 = Excellent	37.0	48.1	43.0	31.8	37.1
2 = Good	50.2	45.7	48.8	43.4	48.4
3 = Average	10.2	3.7	7.0	20.9	11.6
4 = Poor	1.5	1.2	1.2	3.9	1.9
5 = Terrible	1.1	1.2	0	0	1.1
Mean =	1.796	1.617	1.674	1.969	1.816
Standard Deviation =	.769	.734	.710	.829	.794
Maximum =	5	5	5	5	5
Minimum =	1	1	1	1	1
36. How well do you believe teachers know their students outside the school					
0 = Not at all	.1	0	1.2	0	.4
1 = Slightly/somewhat	1.1	1.2	1.2	5.6	1.9
2 = Fairly well	19.9	33.7	18.6	29.4	22.2
3 = Very well	78.9	65.0	79.1	65.1	75.5
Mean =	2.775	2.637	2.756	2.595	2.728
Standard Deviation =	.452	.509	.530	.596	.512
Maximum =	3	3	3	3	3
Minimum =	0	1	0	1	0

Conclusions and Discussion

The purpose of this study was (1) to identify characteristics perceived by students, educators, school board members and the community to be the most important indicators of school quality and effectiveness, (2) to determine the degree to which these characteristics are present in selected small/rural schools, (3) to show the relationship, if any, between perceived quality/effectiveness and the wealth of the district, per pupil expenditure, enrollment of the district, pupil/teacher ratio and size of the district, and (4) to provide a profile of the districts perceived to have the highest and the lowest quality and effectiveness.

Phase 1 of the study was intended to identify the most important indicators of school quality and effectiveness across all respondent groups. In total, this was accomplished with 31 variables emerging as those most highly and consistently valued across all respondent groups. It is important to note that the respondents from rural communities with small schools are in general agreement with educational researchers, who reported the original variables (indicators) in published research reports. As a consequence, it is reasonable to conclude that rural people have the same general perceptions of what characterizes an effective/quality school as do educational researchers.

As summarized in Table 3, all respondent groups rated their schools high with regard to these quality indicators. Not one of the 31 indicators (variables) had a mean rating at or below the mid-point (3.0) of the 5 point scale. Possibly not surprisingly, teachers and administrators were the most positive and students the least positive. However, it is concluded that all groups, including students, perceive that quality indicators are present in

their schools. If there are concerns to be noted, one must conclude that students feel a need for greater emotional support, adults in the community see a need to improve the work ethic of students, and teachers and administrators perceive that parents might not feel involved nor have a feeling of belonging to an educational partnership.

In comparison, even students in the "least effective schools" in this study performed above the state average on all areas of the Kansas Competency Test, and students pursue post-secondary education, at a rate higher than the average for the state. Reasonably, it could be concluded that they are well prepared in reading and mathematics and they feel confident to pursue higher educational challenges.

While there may be intervening variables confounding these findings, the "taxable income per pupil" and "wealth per pupil" are positively related to the perception of the quality/effectiveness of schools. In effect, this infers that wealthier districts are perceived as being more effective or quality indicators are more prevalent. This is a weak yet statistically significant relationship. Possibly just as important, school enrollment and pupil/teacher ratios (elementary and secondary) are not related to respondents' perceptions. Does this mean that they have little influence on individuals' perceptions of schools, or could it mean that these factors themselves do not reflect quality or an effective school? The reader must be cautioned that this study was not intended as a comparison between large and small schools. In fact, all of the participating school districts had relatively small enrollments and low pupil/teacher ratios.

In providing a profile between the most and the least effective schools, based on perceptions of various groups, it is concluded that the noticeable differences are relatively few. Of course, differences would be difficult to detect, since all schools in the study were rated rather high.

In view of the findings of this study, students, teachers, administrators, members of local boards of education and adults in the community perceive their schools quite positively on variables selected from research literature and confirmed as important at the local level. On other variables, for which data was derived from official, public data, these small schools have very low drop-out rates, high state competency test scores, little vandalism, teachers who know students outside the school, students who make good grades in school, high extra-curricular activity by students, and students who expect to pursue post-secondary educational opportunities. In conclusion, these schools are given high marks by those who have the most invested and should have the greatest knowledge about their local schools. Every respondent group seemed to be satisfied that indicators of quality/effectiveness are found in their schools. External measures seem to support this perception. Obviously the fact that these small schools have expenditures per pupil that exceed by a considerable amount the state average is evident. Few would argue that this is not directly related to low enrollment and the corresponding low pupil/teacher ratio, since personnel costs are a large part of local school budgets. One should not be naive about the economic concern, but one must also strongly consider the educational advantages of schooling in small schools. Clearly, we have long recognized that services cost more for certain segments of society. Haven't we subsidized urban transportation systems, urban renewal, education for the handicapped, disadvantaged and gifted, medical services for aged, and many others? Shouldn't we also recognize that it simply costs more to educate students in sparsely populated areas? There is no evidence in this study that indicates these schools are doing an inferior job. In fact, there is some evidence that they are doing much better than average,

and, very importantly, the local communities perceive them to be reflective of quality. Small schools have distinct advantages for effective schooling, if these advantages are recognized and use made of them. It may be time to consider small schools as the test ground for curricular innovations and use of technology to build on the advantages. Certainly, this study does not answer all questions, and it did not attempt to demonstrate that one size school is better than another. However, it does provide benchmark data for others who wish to pursue such an effort.

Bibliography

Austin, G. (1979). Exemplary Schools and the Search for Effectiveness. Educational Leadership, 37, (1), 10-14.

Brandt, R. (1982). On School Improvement: A Conversation with Ronald Edmonds. Educational Leadership, 40, (3), 13-15.

Breen, T.F. III. (1984, April). Persuasive Data Presentation for a Voluntary School Effectiveness Project. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.

A Complete Guide to SPSS Language and Operations. (1983). SPSS Inc. Chicago, Illinois.

Georgiades, W.D. (1984, February). Excellence in Schooling: Effective Styles for Effective Schools. Paper presented at the meeting of the National Association of Secondary School Principals, Las Vegas, NV.

Guzzetti, B. (1983, October). A Critical Synthesis of School Effectiveness Research: Implication for Dissemination) Paper presented at the meeting of the Northern Rocky Mountain Education Research Association, Jackson Hole, WY.

Hallinger, P. and Murphy, J. (1986). The Social Context of Effective Schools. American Journal of Education, 94, (3), 328-355.

Hersh, R. (1982). How Effective is Your School. Instructor, 92, (3), 34.

Kansas State Department of Education. (1987, January). Profile of Kansas Schools (Report/pamphlet). Topeka, KS.

Murphy, J. and Hallinger, P. (1985). Effective High Schools - What are the Common Characteristics? NASSP Bulletin, 69, (477), 18-22.

SAS User's Guide: Statistics. (1985). SAS Institute. Cary, N.C., Version 5 Edition.

Sergiovanni, T.J. (1984). Leadership and Excellence in Schooling. Educational Leadership, 40, (5), 4-13.

Talbert, E.G., Fletcher, R.K. and Phelps, M.S. (1987, April). Rural Schools: A Study of School Effectiveness. Paper presented at the meeting of the American Educational Research Association, Washington, D.C.

U.S. Department of Education. (1986) What Works: Research about Teaching and Learning. Washington, D.C.

Appendices

Phase 1

KSU
KANSAS STATE UNIVERSITY

Center for Rural Education and Small Schools

College of Education
Bluemont Hall, Room 214
Manhattan, Kansas 66506
913-532-5886

(Letter to superintendents to request participation in the study)

June 27, 1986

~A
~B
~C
~D

Dear Superintendent ~E:

Enclosed is a copy of a proposal for a much needed study about the expectations and effectiveness of small schools serving rural areas. While there seems to be voluminous information about urban and suburban schools, little if any is available about the smaller schools in rural America. When important decisions are made, the absence of data is often interpreted in the worst possible way. This proposed study has been approved by the Executive Committee of the Schools for Quality Education organization, which is sharing in the financial costs of the study with Kansas State University. Steps toward developing the instrumentation and selecting the schools/communities to participate have begun. Data collection is scheduled to begin in late August or early September, and the study is targeted to be completed by April 15, 1987.

This letter and accompanying materials are intended to give you a description of the study, and we would like to request the participation of your school and community. Your community meets the criteria for participation and, by procedures of random selection, it was identified as an eligible participant. Participation is totally voluntary, but we do ask for your cooperation. The enclosed form is intended to provide you with an opportunity to respond to the invitation. I believe information to be collected and compiled will have value to your school and to others with similar characteristics.

I anticipate that it will take no more than 20 minutes to complete either of the two forms (ISQE and PSQE). We will ask you or a designated contact person in the school district to advise and assist us in administering the instruments within the school. Of course, neither the school/community or any respondent will be identified in the report of the study. In addition, a summary of the results for your school/community, as well as an executive summary of the entire study, will be delivered to you upon completion of the study.

Enclosed is a form that I request you complete and return in the postage-paid, addressed envelope. Hopefully, you will be able to return the form within ten days. If you have any questions, please contact me. For your information, I have enclosed a copy of a brochure describing the Center for Rural and Small Schools at KSU.

Sincerely,

Jerry G. Horn
Director and Associate Dean

JGH:kq

Enclosures

Request Form

I express my willingness for the participation of this school district in the Effectiveness of Kansas Small Schools Study.

School District

District Name _____

Address _____

_____

Telephone ( ) _____

Contact Person

Name _____

Position _____

Address _____

Telephone ( ) _____

_____
Date

_____
Superintendent

Return to:

Dr. Jerry Horn
College of Education
Bluemont Hall
Kansas State University
Manhattan, KS 66506

KSU
KANSAS STATE UNIVERSITY

Center for Rural Education and Small Schools

College of Education
Bluemont Hall, Room 214
Manhattan, Kansas 66506
913-532-5886

(Letter to superintendents to request information about their school and community)

August 25, 1986

^F1^
^F2^
^F3^

Dear ^F4^:

I appreciate your willingness to participate in the small schools study as per my earlier letter to you. Your school (including your community) is one of 25 selected to participate in the first phase of the study, which will be helping determine the relative importance of several quality indicators of effective schools. Within the next ten days, a person from our center will be calling your office to get the following information.

1. Number of students in an 8th grade social studies class _____

2. Number of students in a 12th grade social studies or English class that is required of seniors _____

3. Number of teachers in your school district _____

4. Number of administrators in your school district _____

5. Whether or not you would be able to send us a copy of the telephone book that serves your school's community (This would be used to draw a sample of persons from the community who would be asked to respond to the survey.)

6. Whether you would be able to send us a list of school board members and their mailing addresses or whether you would prefer to hand the survey form to each board member.

Again, thank you for being a part of this effort. I think we will produce some useful data that will help us better understand and explain the smaller schools serving rural areas. I look forward to working with you and your community on this project. If you have any questions at any time, please don't hesitate to contact me.

Sincerely,

Jerry G. Horn, Associate Dean
and Director, Center for Rural
Education and Small Schools

JGH:kq

KSU
KANSAS STATE UNIVERSITY

Center for Rural Education and Small Schools

College of Education
Bluemont Hall, Room 214
Manhattan, Kansas 66506
913-532-5886

(Letter to superintendents involved in the study)

September 23, 1986

~A
~B
~C
~D

Dear Superintendent ~E:

Thank you for your response and willingness for your district to participate in the "School Effectiveness Study." Enclosed are materials to be distributed by you or by a person whom you designate.

(1) Student packets - one set to be distributed to an 8th grade social studies teacher and one to a 12th grade English or social studies teacher. (As per your information, you have been sent __ copies for the 8th grade and __ copies for the 12th grade.) (See enclosed sample letter to cooperating teachers.)

(2) Teacher and Administrator packet - to be distributed to each teacher and administrator in your district. (__ sets are enclosed) (See sample letter to educators.)

(3) NOTE: School Board packet for your district is not enclosed as you requested that a questionnaire be sent directly to each member, which has been done or is in the process.

As you can see in the letters, the teachers and administrators have been requested to return the completed cards to your office within five days. I have enclosed an addressed envelope for you to return the cards to me. If you wish reimbursement for the postage, please enclose a note with the cards. Do not return the questionnaires as we have no further use for them in this phase of the project.

I have asked you to distribute the materials and collect the cards, and I really appreciate your assistance. We are hoping for a very high return, so you may have to encourage a timely response. Please call me if you have questions.

Sincerely,

Jerry G. Horn, Director
and Associate Dean

JGH:kq

Enclosures

KSU
KANSAS STATE UNIVERSITY

Center for Rural Education and Small Schools

College of Education
Bluemont Hall, Room 214
Manhattan, Kansas 66506
913-532-5886

September 23, 1986

Dear School Board Member:

What do you believe are indicators of an effective school? In cooperation with the Schools for Quality Education organization, we are attempting to answer this question for the smaller schools in Kansas, but we need your input. Enclosed is a questionnaire with 38 statements that we have found in the research literature about effective schools. However, I believe that schools must first respond to local expectations, and we want to find out to what extent you believe each indicator (characteristic/condition) is reflective of an effective school. Please note this phase of the study is not asking you to evaluate your school, but it is asking you to indicate what is an indication of effectiveness in any school. For us to include your input in the analyses, please mark your response to each item on the enclosed computer card and return only the completed card in the addressed, postage-paid envelope within five (5) days.

Thank you very much for your cooperation and the willingness of your district to participate in this project. If you have any questions, please contact me.

Sincerely,

Jerry G. Horn, Director
and Associate Dean

JGH:kq

Enclosures

KSU
KANSAS STATE UNIVERSITY

Center for Rural Education and Small Schools

College of Education
Bluemont Hall, Room 214
Manhattan, Kansas 66506
913-532-5886

September 23, 1986

Dear Educator:

What do you believe are indicators of an effective school? In cooperation with the Schools for Quality Education organization, we are attempting to answer this question for the smaller schools in Kansas, but we need your input. Enclosed is a questionnaire with 38 statements that we have found in the research literature about effective schools. However, I believe that schools must first respond to local expectations, and we want to find out to what extent you believe each indicator (characteristic/condition) is reflective of an effective school. Please note this phase of the study is not asking you to evaluate your school, but it is asking you to indicate what is an indication of effectiveness in any school. For us to include your input in the analyses, please mark your response on the computer card provided and return only the completed card to the superintendent's office or the person who gave you the form within five (5) days.

We greatly appreciate your cooperation and the willingness of your district to participate in this project. If you have any questions, please contact me.

Sincerely,

Jerry G. Horn, Director
and Associate Dean

JGH:kq

Enclosures

KSU
KANSAS STATE UNIVERSITY

Center for Rural Education and Small Schools

College of Education
Bluemont Hall, Room 214
Manhattan, Kansas 66506
913-532-5886

(Sent to community members)

October 21, 1986

Your local school district is participating in a research project to help us answer the question of what are indicators of an effective school. You, as an adult member of the community, have been selected to respond to this question along with 8th and 12th grade students, teachers, administrators and school board members in the local schools. This same process is underway in twenty-five other communities across Kansas. The Center for Rural Education and Small Schools at Kansas State University and the Schools for Quality Education, an organization with over 80 members among the smaller schools in Kansas, are jointly sponsoring this project, and we need your input.

Enclosed is a questionnaire with 38 statements that we have found in the research literature about effective schools. However, I believe that schools must first respond to local expectations, and we want to find out to what extent you believe each indicator (characteristic/condition) is reflective of an effective school. Please note this phase of the study is not asking you to evaluate your school, but it is asking you to indicate what is an indication of effectiveness in any school. For us to include your input in the analyses, please mark your response to each item on the enclosed computer card and return only the completed card in the addressed, postage-paid envelope within five (5) days.

Thank you very much for your cooperation and the willingness of your local school to participate in this project. If you have any questions, please contact me.

Sincerely,

Jerry G. Horn, Director
and Associate Dean

JGH:kq

Enclosures

KSU
KANSAS STATE UNIVERSITY

Center for Rural Education and Small Schools

College of Education
Bluemont Hall, Room 214
Manhattan, Kansas 66506
913-532-5886

September 23, 1986

Dear Cooperating Teacher:

There are various perceptions about what constitutes an effective school. This study, in cooperation with the Schools for Quality Education organization of Kansas, is designed to gain a better understanding of these perceptions and the smaller schools in Kansas. Your superintendent has given approval for your district's participation in this study. Of course, neither you nor your students will be identified by name with the data or in a report of the study.

Included in your packet of materials is a questionnaire/survey form and computer card for each student in your class. Based on information provided to us, your class is required of all students at a particular grade level. This helps insure representativeness of the students.

Please distribute a questionnaire and computer card to each student and ask that they complete and return the marked cards to you. The entire process should take no more than 20 minutes. The cards should be marked with a #2 pencil or a comparably soft-leaded pencil. Please emphasize to the students that they are not being asked to evaluate their school, but they are being asked to indicate to what extent each item is indicative of an effective school. After collecting the cards from the students, please return the cards as a group to the superintendent's office or to the person in your school who gave you the materials.

If you have any questions, please contact your superintendent or me.

Sincerely,

Jerry G. Horn, Director
and Associate Dean

JGH:kq

Enclosures

INDICATORS OF SCHOOL QUALITY AND EFFECTIVENESS

Form A - 1

Research has found the following items to be qualities of effective schools. How important do you think each one is? You are not being asked to evaluate your school or any other particular school, only to express your belief about the importance each item is in determining the effectiveness of schools in general.

> "This survey is being conducted under guidelines established by Kansas State University. By cooperating, you will help the survey administrators find answers to important questions; however, your participation is strictly voluntary. You should omit any questions which you feel unduly invade your privacy or which are otherwise offensive to you. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results."

Directions: Use the computer answer card in making your responses. DO NOT MARK ON THE SURVEY FORM. Use a #2 lead or a similar soft-leaded pencil to mark the answers on the card. Each question on the survey form corresponds to a column on your answer card. Mark only one number for each question and make only one mark in each column on the card.

Legend for Responding to Each Item

5 = Very Important
4 = Important
3 = Undecided
2 = Unimportant
1 = Very Unimportant
0 = Do not understand the statement

Column	Statement/Indicator of Effectiveness
01.	Instructional leadership is provided by the principal.
02.	Principals work through and with people.
03.	Effective classroom management is maintained.
04.	Teachers have good attendance.
05.	Personalized counseling is provided by the school.
06.	The school maintains a safe and orderly environment.
07.	Clear standards of conduct are established by the school.
08.	Orderly and coherent instruction is maintained in the classroom.

(over)

Column	Statement/Indicator of Effectiveness
09.	Teachers carefully structure, sequence and pace instruction in the classroom.
10.	Creative and innovative teaching techniques exist.
11.	Teachers participate in a team approach with shared objectives.
12.	Teachers use small groups or individualized instruction for reading and mathematics.
13.	Direct instruction is provided in which teachers explain exactly what students are expected to learn and demonstrate the steps needed to accomplish a particular academic task.
14.	Time on task management skills are demonstrated by the teacher in order for the students to have an opportunity to learn.
15.	More homework is required of the students.
16.	High schools offer multiple track curriculums in which college prep, vocational, and general education courses are offered.
17.	The school clearly identifies its academic objectives.
18.	Students take two or more years of science and mathematics.
19.	Staff training occurs on a schoolwide basis.
20.	Career ladders are provided for teachers for advancement opportunities within the teaching profession.
21.	Assistance programs are provided for first-year teachers.
22.	Parents initiate involvement in the schools.
23.	Schools have community support and participation/attendance in school events.
24.	Schools have community (school board) participation in selection of curricula.
25.	Schools maintain an ongoing diagnosis and assessment of pupil progress.
26.	Students rank high on nationally recognized standardized examinations.
27.	Students have good work ethics.
28.	Students are involved in the community.
29.	Students have access to cultural programs.

Column	Statement/Indicator of Effectiveness
30.	School curricula prepares the student for "the world of work".
31.	The school year consists of 180 days or more.
32.	The district focuses on a simple organizational form and a lean management staff.
33.	High expectations of students are in existence throughout the school.
34.	Small school size exists.
35.	A mix of social classes exists within the school.
36.	Equity is maintained among social and economic classes and between the sexes.
37.	The community is permitted to utilize the schools' facilities.
38.	District policies stress that participation in school activities is contingent upon the student's citizenship, responsibility and achievement.
39.	Which one of the following categories best identifies you, as the respondent. (Mark the appropriate corresponding number in column 39 of the card.)

1 = high school student
2 = junior high school student
3 = elementary school teacher
4 = secondary (junior/senior high) school teacher
5 = school administrator
6 = school board member
7 = adult member of the community with a child in school
8 = adult member of the community who has had a child in school
9 = adult member of the community who has never had a child in school
0 = other

Please return the completed card in the enclosed postage-paid addressed envelope.

THANK YOU FOR YOUR COOPERATION!

INDICATORS OF SCHOOL QUALITY AND EFFECTIVENESS

Form B - 1

Research has found the following items to be qualities of effective schools. How important do you think each one is? You are not being asked to evaluate your school or any other particular school, only to express your belief about the importance each item is in determiiing the effectiveness of schools in general.

> "This survey is being conducted under guidelines established by Kansas State University. By cooperating, you will help the survey administrators find answers to important questions; however, your participation is strictly voluntary. You should omit any questions which you feel unduly invade your privacy or which are otherwise offensive to you. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results."

Directions: Use the computer answer card in making your response. DO NOT MARK ON THE SURVEY FORM. Use a #2 lead or a similar soft-leaded pencil to mark the answers on the card. Each question on the survey form corresponds to a column on your answer card. Mark only one number for each question and make only one mark in each column on the card.

Legend for Responding to Each Item

5 = Very Important
4 = Important
3 = Undecided
2 = Unimportant
1 = Very Unimportant
0 = Do not understand the statement

Column	Statement/Indicator of Effectiveness
01.	Principals provide strong administrative leadership.
02.	Principals visit classrooms frequently.
03.	Teachers participate in management.
04.	Open relationships between teachers and pupils exist.
05.	Teachers serve as positive role models for students.
06.	Teachers are well prepared in the subject area to which they are assigned.
07.	A low crime rate exists in the schools.
08.	Schools provide emotional support for students.

(over)

Column	Statement/Indicator of Effectiveness
09.	Instructional strategies are established by the teachers.
10.	Teachers and students have access to instructional technology.
11.	Instructional goals are well established in the school.
12.	Instructional emphasis is placed on basic skills.
13.	Teachers take into consideration students' prior learning styles.
14.	Teachers emphasize higher-order thinking skills.
15.	Curricular programs are adapted/developed for local needs.
16.	School curricula prepares students for college.
17.	High schools offer a general (one-track) curriculum.
18.	Students take a foreign language.
19.	Students take four years of English.
20.	Performance-based compensation for teachers exists.
21.	Home-school relations are maintained.
22.	Parents feel involved and have a perception of belonging to an educational partnership.
23.	The community supports students and their achievements.
24.	The community (school board) participates in the selection of teachers.
25.	Students have good attendance.
26.	Schools follow up on high school graduates' educational and work careers.
27.	Schools maintain a high student success rate.
28.	Personal development is emphasized in the schools.
29.	Students are prepared by the schools to become good adult citizens.
30.	Schools provide cultural enhancement to the community.
31.	Schools play an important part in the students' sense of control of their destiny and their belief in hard work.
32.	High schools maintain a six or seven period day.
33.	The composition of the student body stays about the same throughout the year.

Column	Statement/Indicator of Effectiveness
34.	A clear school mission is in existence.
35.	Schools maintain high expectations of teachers.
36.	Small class size is maintained.
37.	Opportunities are made available for students to participate in school life.
38.	District policies govern a student's participation in extracurricular activities.
39.	Which one of the following categories best identifies you, as the respondent. (Mark the appropriate corresponding number in column 39 of the card.)

1 = high school student
2 = junior high school student
3 = elementary school teacher
4 = secondary (junior/senior high) school teacher
5 = school administrator
6 = school board member
7 = adult member of the community with a child in school
8 = adult member of the community who has had a child in school
9 = adult member of the community who has never had a child in school
0 = other

Please return the completed card in the enclosed postage-paid addressed envelope.

THANK YOU FOR YOUR COOPERATION!

Phase 2

KSU
KANSAS STATE UNIVERSITY

Center for Rural Education and Small Schools

College of Education
Bluemont Hall, Room 214
Manhattan, Kansas 66506
913-532-5886

(Letter to superintendents to request participation in the study)

August 5, 1986

~A
~B
~C
~D

Dear Superintendent ~E:

Enclosed is a copy of a proposal for a much needed study about the expectations and effectiveness of small schools serving rural areas. While there seems to be voluminous information about urban and suburban schools, little if any is available about the smaller schools in rural America. When important decisions are made, the absence of data is often interpreted in the worst possible way. This proposed study has been approved by the Executive Committee of the Schools for Quality Education organization, which is sharing in the financial costs of the study with Kansas State University. Steps toward developing the instrumentation and selecting the schools/communities to participate have begun. Data collection is scheduled to begin in late August or early September, and the study is targeted to be completed by April 15, 1987.

This letter and accompanying materials are intended to give you a description of the study, and we would like to request the participation of your school and community. Your community meets the criteria for participation and, by procedures of random selection, it was identified as an eligible participant. Participation is totally voluntary, but we do ask for your cooperation. The enclosed form is intended to provide you with an opportunity to respond to the invitation. I believe information to be collected and compiled will have value to your school and to others with similar characteristics.

I anticipate that it will take no more than 20 minutes to complete either of the two forms (ISQE and PSQE). We will ask you or a designated contact person in the school district to advise and assist us in administering the instruments within the school. Of course, neither the school/community or any respondent will be identified in the report of the study. In addition, a summary of the results for your school/community, as well as an executive summary of the entire study, will be delivered to you upon completion of the study.

Enclosed is a form that I request you complete and return in the postage-paid, addressed envelope. Hopefully, you will be able to return the form within ten days. If you have any questions, please contact me. For your information, I have enclosed a copy of a brochure describing the Center for Rural and Small Schools at KSU.

Sincerely,

Jerry G. Horn
Director and Associate Dean

JGH:kq

Enclosures

Response Form

I express my willingness for the participation of this school district in the Effectiveness of Kansas Small Schools Study.

School District	Contact Person
District Name _____	Name _____
Address _____	Position _____
_____	Address _____
Telephone ( ) _____	Telephone ( ) _____
_____ Date	_____ Superintendent

Return to:

Dr. Jerry Horn
College of Education
Bluemont Hall
Kansas State University
Manhattan, KS 66506

KSU
KANSAS STATE UNIVERSITY

Center for Rural Education and Small Schools

College of Education
Bluemont Hall, Room 214
Manhattan, Kansas 66506
913-532-5886

(Letter to superintendents to request information about their school and community)

December 2, 1986

^F1^
^F2^
^F3^

Dear ^F4^:

In response to an earlier inquiry, you indicated a willingness to participate in the small schools study which is being supported by the Schools for Quality Education organization and the Center for Rural Education and Small Schools at Kansas State University. I'm pleased to report that the first phase of the study has been completed, and based on these results, the instrument to assess various group's perceptions of the effectiveness of their schools has been developed. Your school has been randomly selected from the pool to participate in the second phase of the study, which we had originally projected to be initiated in December. However, we have made a conscious decision to delay the data collection of this phase until early January. This will enable us to avoid Christmas mail problems and will probably enhance the response rate on the survey form.

In the next few days, staff members of the center will be calling you to obtain or confirm information about the following questions.

1. Number of students in an 8th grade social studies class _____

2. Number of students in a 12th grade social studies or English class that is required of seniors _____

3. Number of teachers in your school district _____

4. Number of administrators in your school district _____

5. Whether or not you would be able to send us a copy of the telephone book that serves your school's community (This would be used to draw a sample of persons from the community who would be asked to respond to the survey.)

6. Whether you would be able to send us a list of school board members and their mailing addresses or whether you would prefer to hand the survey form to each board member.

December 2, 1986
Page 2

Again, thank you for being a part of this effort. I think we will produce some useful data that will help us better understand and explain the smaller schools serving rural areas. I look forward to working with you and your community on this project. If you have any questions at any time, please don't hesitate to contact me.

Sincerely,

Jerry G. Horn, Associate Dean
and Director, Center for Rural
Education and Small Schools

JGH:kq

KSU
KANSAS STATE UNIVERSITY

Center for Rural Education and Small Schools

College of Education
Bluemont Hall, Room 214
Manhattan, Kansas 66506
913-532-5886

(Letter to superintendents involved in the study)

January 5, 1987

~A
~B
~C
~D

Dear Superintendent ~E:

Thank you for your response and willingness for your district to participate in the "School Effectiveness Study." Enclosed are materials to be distributed by you or by a person whom you designate.

(1) Student packets - one set to be distributed to an 8th grade social studies teacher and one to a 12th grade English or social studies teacher. (As per your information, you have been sent __ copies for the 8th grade and __ copies for the 12th grade.) (See enclosed sample letter to cooperating teachers.)

(2) Teacher and Administrator packet - to be distributed to each teacher and administrator in your district. (__ sets are enclosed) (See sample letter to educators.)

(3) NOTE: School Board packet for your district is not enclosed as you requested that a questionnaire be sent directly to each member, which has been done or is in the process.

As you can see in the letters, the teachers and administrators have been requested to return the completed cards to your office within five days. I have enclosed an addressed envelope for you to return the cards to me. If you wish reimbursement for the postage, please enclose a note with the cards. Do not return the questionnaires as we have no further use for them in this phase of the project.

I have asked you to distribute the materials and collect the cards, and I really appreciate your assistance. We are hoping for a very high return, so you may have to encourage a timely response. Please call me if you have questions.

Sincerely,

Jerry G. Horn, Director
and Associate Dean

JGH:kq

Enclosures

KSU
KANSAS STATE UNIVERSITY

Center for Rural Education and Small Schools

College of Education
Bluemont Hall, Room 214
Manhattan, Kansas 66506
913-532-5886

January 5, 1987

Dear Educator:

Your local school district is participating in a research project to help us determine the perceived effectiveness of local schools. You have been selected along with 8th and 12th grade students, school board members, and others in the community to help us answer this question. This same process is underway in twenty-five other communities across Kansas. The Center for Rural Education and Small Schools at Kansas State University and the Schools for Quality Education, an organization with over 80 members among the smaller schools in Kansas, are jointly sponsoring this project, and we need your input.

Enclosed is a survey instrument that has been developed as a result of responses from persons like yourself from other communities in Kansas. We need to have your perceptions about the effectiveness of your schools. For us to include your input in the analyses, please mark your response to each item on the enclosed computer card and return only the completed card to the superintendent's office or the person who gave you the form within five (5) days.

Thank you very much for your cooperation and the willingness of your local school to participate in this project. If you have any questions, please contact me.

Sincerely,

Jerry G. Horn, Director
and Associate Dean

JGH:kq

Enclosures

KSU KANSAS STATE UNIVERSITY

Center for Rural Education and Small Schools

College of Education
Bluemont Hall, Room 214
Manhattan, Kansas 66506
913-532-5886

January 5, 1986

Dear Cooperating Teacher:

There are various perceptions about the effectiveness of schools. This study, in cooperation with the Schools for Quality Education organization of Kansas, is designed to gain a better understanding of these perceptions and the smaller schools in Kansas. Your superintendent has given approval for your district's participation in this study. Of course, neither you nor your students will be identified by name with the data or in a report of the study.

Included in your packet of materials is a questionnaire/survey form and computer card for each student in your class. Based on information provided to us, your class is required of all students at a particular grade level. This helps insure representativeness of the students.

Please distribute a questionnaire and computer card to each student and ask that they complete and return the marked cards to you. The entire process should take no more than 20 minutes. The cards should be marked with a #2 pencil or a comparably soft-leaded pencil. Please emphasize to the students that this is a serious effort and that they are being asked to indicate to what extent each factor is found in the overall school, not this particular class/course. After collecting the cards from the students, please return the cards as a group to the superintendent's office or to the person in your school who gave you the materials.

If you have any questions, please contact your superintendent or me.

Sincerely,

Jerry G. Horn, Director
and Associate Dean

JGH:kq

Enclosures

KSU
KANSAS STATE UNIVERSITY

Center for Rural Education and Small Schools

College of Education
Bluemont Hall, Room 214
Manhattan, Kansas 66506
913-532-5886

(Letter to community members)

January 5, 1987

Your local school district is participating in a research project to help us determine the perceived effectiveness of local schools. You have been selected along with 8th and 12th grade students, school board members, educators and others in the community to help us answer this question. This same process is underway in twenty-five other communities across Kansas. The Center for Rural Education and Small Schools at Kansas State University and the Schools for Quality Education, an organization with over 80 members among the smaller schools in Kansas, are jointly sponsoring this project, and we need your input.

Enclosed is a survey instrument that has been developed as a result of responses from persons like yourself from other communities in Kansas. We need to have your perceptions about the effectiveness of your schools. For us to include your input in the analyses, please mark your response to each item on the enclosed computer card and return only the completed card in the addressed, postage-paid envelope within five (5) days.

Thank you very much for your cooperation and the willingness of your local school to participate in this project. If you have any questions, please contact me.

Sincerely,

Jerry G. Horn, Director
and Associate Dean

JGH:kq

Enclosures

KSU
KANSAS STATE UNIVERSITY

Center for Rural Education and Small Schools

College of Education
Bluemont Hall, Room 214
Manhattan, Kansas 66506
913-532-5886

January 5, 1987

Dear School Board Member:

Your local school district is participating in a research project to help us determine the perceived effectiveness of local schools. You have been selected along with 8th and 12th grade students, educators and others in the community to help us answer this question. This same process is underway in twenty-five other communities across Kansas. The Center for Rural Education and Small Schools at Kansas State University and the Schools for Quality Education, an organization with over 80 members among the smaller schools in Kansas, are jointly sponsoring this project, and we need your input.

Enclosed is a survey instrument that has been developed as a result of responses from persons like yourself from other communities in Kansas. We need to have your perceptions about the effectiveness of your schools. For us to include your input in the analyses, please mark your response to each item on the enclosed computer card and return only the completed card in the addressed, postage-paid envelope within five (5) days.

Thank you very much for your cooperation and the willingness of your local school to participate in this project. If you have any questions, please contact me.

Sincerely,

Jerry G. Horn, Director
and Associate Dean

JGH:kq

Enclosures

PERCEPTIONS OF SCHOOL QUALITY AND EFFECTIVENESS

Form A - 1

Earlier research has found the following items (01-31) to be important factors in determining the effectiveness of schools generally. You are being asked to indicate to what extent each factor is found in your school.

"This survey is being conducted under guidelines established by Kansas State University. By cooperating, you will help the survey administrators find answers to important questions; however, your participation is strictly voluntary. You should omit any questions which you feel unduly invade your privacy or which are otherwise offensive to you. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results."

Directions: (Use the computer answer card in making your response. DO NOT MARK ON THE SURVEY FORM. Use a #2 lead or similar soft-leaded pencil to mark the answers on the card. Each question on the survey form corresponds to a column on your answer card. Mark only one number for each questions and make only one mark in each column on the card.

Legend for Responding to Each Item

5 = Definitely present or true
4 = Usually present or true
3 = Undecided or not able to observe
2 = Seldom present or true
1 = Never present or true
0 = Do not understand the statement

Column	Statement/Indicator of Effectiveness
01.	Direct instruction is provided in which teachers explain exactly what students are expected to learn and demonstrate the steps needed to accomplish a particular academic task.
02.	Teachers are well prepared in the subject area to which they are assigned.
03.	Students have good work ethics.
04.	Schools provide emotional support for students.
05.	Creative and innovative teaching techniques exist.
06.	High expectations of students are in existence throughout the school.
07.	Teachers carefully structure, sequence and pace instruction in the classroom.

(over)

Column	Statement/Indicator of Effectiveness
08.	Effective classroom management is maintained.
09.	Schools have community support and participation/attendance in school events.
10.	Principals work through and with people.
11.	Parents feel involved and have a perception of belonging to an educational partnership.
12.	Open relationships between teachers and pupils exist.
13.	Orderly and coherent instruction is maintained in the classroom.
14.	The community supports students and their achievements.
15.	Students have good attendance.
16.	Instructional goals are well established in the school.
17.	A low crime rate exists in the schools.
18.	School curricula prepare the students for the "world of work."
19.	Students are prepared by the schools to become good adult citizens.
20.	Students take two or more years of science and mathematics.
21.	The school clearly identifies its academic objectives.
22.	Instructional strategies are prepared by the teachers.
23.	Teachers serve as positive role models for students.
24.	Teachers have good attendance.
25.	Clear standards of conduct are established by the school.
26.	The school maintains a safe and orderly environment.
27.	Principals provide strong administrative leadership.
28.	Instructional leadership is provided by the principal.
29.	Schools maintain an ongoing diagnosis and assessment of pupil progress.
30.	Instructional emphasis is placed on basic skills.
31.	Schools maintain high expectations of teachers.

Items 32-37 ask for your opinion and/or information about questions important to understanding you and the schools in your community. Each item has a different response pattern. Item 38-39 has been pre-coded as an identification number for your community.

32. In how many extracurricular activities (athletics, clubs, musical groups, etc.) do you participate each year? (Note: If you participate in nine or more, mark nine on your card.)

33. What are your plans after high school?

0 = Don't know
1 = Find a job in this community
2 = Find a job in a nearby town or community
3 = Find a job in a large city in Kansas
4 = Find a job in another state
5 = Attend a vocational school
6 = Attend a junior/community college
7 = Attend a four-year college or university in Kansas
8 = Attend a four-year college or university in another state
9 = None of the above

34. What grade do you usually receive in school?

1 = A
2 = B
3 = C
4 = D
5 = F
6 = Don't wish to respond

35. Overall, how would you rate your school?

1 = Excellent
2 = Good
3 = Average
4 = Poor
5 = Terrible

36. How well do you believe your teachers know you outside the school, i.e. can they call you by name, recognize you in a store, greet you in a car, talk with you about your family, know where you live, etc.?

0 = Not at all
1 = Slightly/somewhat
2 = Fairly well
3 = Very well

(over)

37. Which one of the following categories best identifies you, as the respondent. (Mark the appropriate corresponding number in column 37 of the card.)

1 = high school student
2 = junior high school student
3 = elementary school teacher
4 = secondary (junior/senior high) school teacher
5 = school administrator
6 = school board member
7 = adult member of the community with a child in school
8 = adult member of the community who has had a child in school
9 = adult member of the community who has never had a child in school
0 = other

38-39. School ID (Pre-marked)

Please return the completed card to your teacher or the person who administered this survey form in your room.

THANK YOU FOR YOUR COOPERATION!

PERCEPTIONS OF SCHOOL QUALITY AND EFFECTIVENESS

Form B - I

Earlier research has found the following items (01-31) to be important factors in determining the effectiveness of schools generally. You are being asked to indicate to what extent each factor is found in your school.

"This survey is being conducted under guidelines established by Kansas State University. By cooperating, you will help the survey administrators find answers to important questions; however, your participation is strictly voluntary. You should omit any questions which you feel unduly invade your privacy or which are otherwise offensive to you. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results."

Directions: (Use the computer answer card in making your response. DO NOT MARK ON THE SURVEY FORM. Use a #2 lead or similar soft-leaded pencil to mark the answers on the card. Each question on the survey form corresponds to a column on your answer card. Mark only one number for each questions and make only one mark in each column on the card.

Legend for Responding to Each Item

5 = Definitely present or true
4 = Usually present or true
3 = Undecided or not able to observe
2 = Seldom present or true
1 = Never present or true
0 = Do not understand the statement

Column	Statement/Indicator of Effectiveness
01.	Direct instruction is provided in which teachers explain exactly what students are expected to learn and demonstrate the steps needed to accomplish a particular academic task.
02.	Teachers are well prepared in the subject area to which they are assigned.
03.	Students have good work ethics.
04.	Schools provide emotional support for students.
05.	Creative and innovative teaching techniques exist.
06.	High expectations of students are in existence throughout the school.
07.	Teachers carefully structure, sequence and pace instruction in the classroom.

(over)

Column	Statement/Indicator of Effectiveness
08.	Effective classroom management is maintained.
09.	Schools have community support and participation/attendance in school events.
10.	Principals work through and with people.
11.	Parents feel involved and have a perception of belonging to an educational partnership.
12.	Open relationships between teachers and pupils exist.
13.	Orderly and coherent instruction is maintained in the classroom.
14.	The community supports students and their achievements.
15.	Students have good attendance.
16.	Instructional goals are well established in the school.
17.	A low crime rate exists in the schools.
18.	School curricula prepare the students for the "world of work."
19.	Students are prepared by the schools to become good adult citizens.
20.	Students take two or more years of science and mathematics.
21.	The school clearly identifies its academic objectives.
22.	Instructional strategies are prepared by the teachers.
23.	Teachers serve as positive role models for students.
24.	Teachers have good attendance.
25.	Clear standards of conduct are established by the school.
26.	The school maintains a safe and orderly environment.
27.	Principals provide strong administrative leadership.
28.	Instructional leadership is provided by the principal.
29.	Schools maintain an ongoing diagnosis and assessment of pupil progress.
30.	Instructional emphasis is placed on basic skills.
31.	Schools maintain high expectations of teachers.

Items 32-37 ask for your opinion and/or information about questions important to understanding you and the schools in your community. Each item has a different response pattern. Item 38-39 has been pre-coded as an identification number for your community.

32. How important do you believe participation in extracurricular activities (athletics, clubs, musical groups, etc.) is to the total education of students?

    0 = A detriment
    1 = Unimportant
    2 = Don't know/unsure
    3 = Important
    4 = Very important

33. How do you believe students in your community would respond to this question - "What are your plans after high school?"

    0 = Don't know
    1 = Find a job in this community
    2 = Find a job in a nearby town or community
    3 = Find a job in a large city in Kansas
    4 = Find a job in another state
    5 = Attend a vocational school
    6 = Attend a junior/community college
    7 = Attend a four-year college or university in Kansas
    8 = Attend a four-year college or university in another state
    9 = None of the above

34. If you could substantially improve only <u>one</u> thing in your community, which one of the following would it be?

    1 = schools
    2 = entertainment/recreation
    3 = employment opportunities after high school
    4 = housing
    5 = general appearance of the community
    6 = medical services
    7 = shopping
    8 = racial/ethnic composition of the community
    9 = library services
    0 = none of the above need improvement

35. Overall, how woud you rate your school?

    1 = Excellent
    2 = Good
    3 = Average
    4 = Poor
    5 = Terrible

36. How well do you believe teachers know their students outside the school, i.e. can call them by name, recognize them in a store, greet them in a passing car, talk with them about their families, know where they live, etc.?

    0 = Not at all
    1 = Slightly/somewhat
    2 = Fairly well
    3 = Very well

37. Which one of the following categories best identifies you, as the respondent. (Mark the appropriate corresponding number in column 37 of the card.)

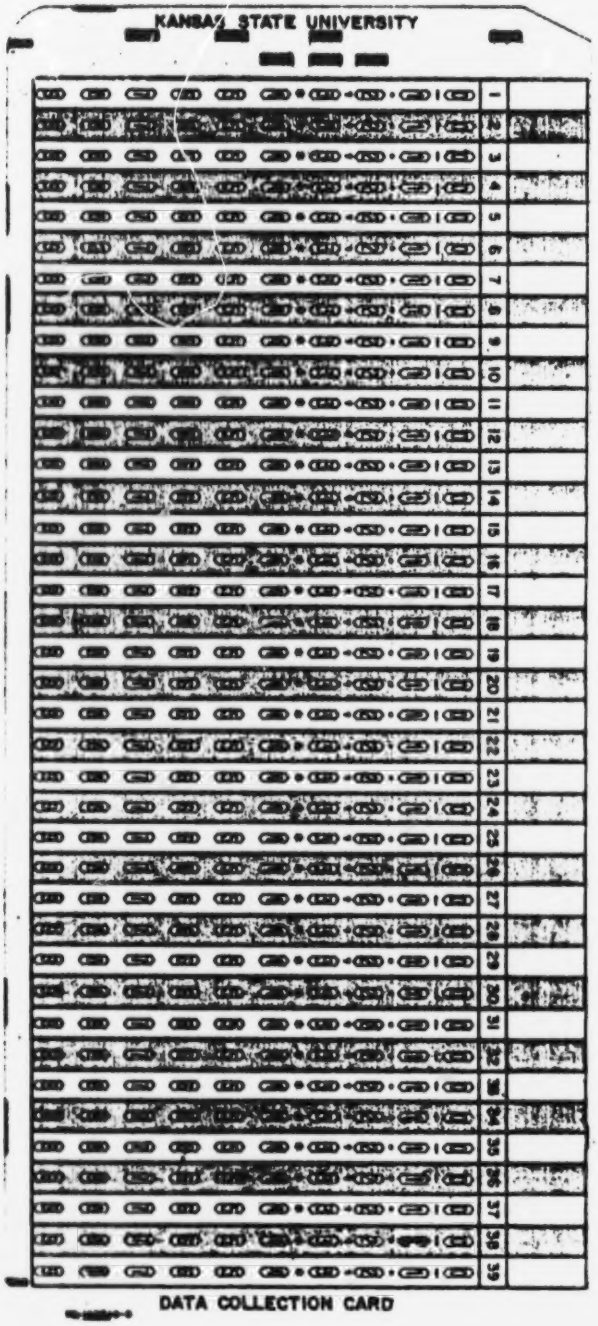
    1 = high school student
    2 = junior high school student
    3 = elementary school teacher
    4 = secondary (junior/senior high) school teacher
    5 = school administrator
    6 = school board member
    7 = adult member of the community with a child in school
    8 = adult member of the community who has had a child in school
    9 = adult member of the community who has never had a child in school
    0 = other

38-39. Community ID (Pre-marked)

Please return the completed card to the person in your school district who gave you the form.

THANK YOU FOR YOUR COOPERATION!

Computer Response Card



BEST COPY AVAILABLE